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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the first grade level, the units are: armed services, the community, the ocean, the family, the farm, a safari (wild animals and the zoo), the school, self-awareness, and a toy shop. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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CE 003 997

ED107886

CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: ARMED FORCES - "WHEN JOHNNY COMES MARCHING HOME"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

CE003997

INTRODUCTION TO: "WHEN JOHNNY COMES MARCHING HOME" - ARMED FORCES

The primary purpose of this unit is to help the children become aware of the various branches of the armed services.

It will stimulate an appreciation for the services and a knowledge of the numerous jobs available and the duties of each.

BROAD OBJECTIVES:

1. To become aware of the branches of the armed services.
2. To develop an understanding of the need for the armed forces.
3. To give the child an opportunity to begin his decision of the branch he prefers.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivation to: "When Johnny Comes Marching Home" Teacher asks: Which branch will you take?	Bulletin board of a tree with uniforms and equipment on separate branches depicting the different branches of armed services. Class discussion.	Pictures. Tree (it could be made 3 dim. by using real tree links).
1. Why do we have armed services?	Class discussion pointing out that every nation such as the United States must be able to defend its interests on land and sea, and protect the lives and property of its citizens in other regions. During war and other emergencies, the United States must be ready to send well-trained, disciplined forces to accomplish these goals.	Books.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. What armed services do we have?	Children will discuss their experiences and knowledge of the different armed services. Teacher will guide the class to include: Army, Navy, Marines, Air Force, and National Guard. Make a chart listing these branches. Children may decide which they like best and draw a picture. Display pictures in appropriate place on branches of tree.	Poster board. Construction paper, crayons
3. What is a soldier's job?	Discussion. Read a story. Bring tools and display. Song. Emphasize that the army's job is to protect the land. Show filmstrip or film.	Book. "When Johnny Comes Marching Home" Filmstrip, film.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Resource person.	Resource person - Recruiter.
	Physical Education exercises will correlate well.	
	POEM: "MARCHING" Drums are booming Boom, boom, booming! Flags are waving High! Feet are marching, March, march, marching! Feet are marching By!	
	Suggestion: Choose a flag bearer and a drummer and let the children march to their heart's delight!	
4. What is a sailor's job?	Discussion of duties of the sailor.	
	Read a story.	Book.
	Bring tools and display.	
	Emphasize that the sailor's job is to protect the seas and oceans.	
	Show filmstrips or film.	Filmstrip or film.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Resource person.	Resource person - Recruiter.
	Physical Education exercises will correlate well.	
5. What is a marine's job?	Discussion of duties of marine.	
	Read a story.	Book.
	Bring tools and display.	
	Emphasize that the marine's job is concerned with landing operations.	
	Resource person.	Recruiter.
	Show filmstrip or film.	Filmstrip or film.
	Physical Education exercises will correlate well.	
6. What is the pilot's job?	Discussion of duties of the air force pilot.	
	Read a story.	Book.
	Bring tools and display.	
	Emphasize that the pilot's job is the protection of the air.	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Resource person.	Recruiter.
	Show filmstrip or film.	Filmstrip or film.
	Physical Education exercises will correlate well.	
7. What is the national guardsmen's job?	Discussion of the duties of the national guardsmen.	
	Read a story.	Book.
	Bring tools of his job and display.	
	Emphasize that the national buard is on call at all times- he is called for all national emergencies.	
	Field trip to local national guard.	Field trip - Radford National Guard.
8. Which branche would you choose now?	Have children re-think and draw again which they like best.	Construction paper, crayons.
	Discuss those who changed their minds and why.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
CULMINATING ACTIVITY	Children will divide themselves into the five branches we have studied. Each branch will construct one piece of equipment, such as: Army -tank Navy -boat Air Force -plane Marine -guns & equipment Nat. Guard -jeep The children will use these items and role play.	Boxes, paint, cutting implements

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE FARM

"IN THE BARNYARD"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: The Farm
"In The Barnyard" 1

Children in the city need to become aware of farm life and farm animals. They need to gain an understanding of the interdependence of people who live and work on the farm to those who live and work in the city.

First grade skills and subject areas can be readily developed in this unit.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Display and discuss model farm from the National Dairy Council. Include child's vacation experiences on a farm.	Model farm.
Play record and sing: Old MacDonad's Farm In The Barnyard	Record: Old MacDonald's Farm Song: In The Barnyard Record-Sounds on the Farm and study prints.
Read story.	Book: Good Morning Farm by Betty Wright.
Art prints such as those of Andrew Wyeth depicting farm life may be introduced to motivate discussion.	Art prints

BROAD OBJECTIVE: To help the children become familiar with farm life and farm animals, and help them to gain an appreciation of life on a farm. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do you think living on a farm would be like? What does the farmer's family do all day?	Class will discuss and draw a picture of what they think life on a farm is like. Read stories. Show pictures and study prints of farm life. Filmstrip. Begin farm booklet. Make folder.	Books: What I Will Be From A to Z (National Dairy Council) The Little Farm (Lois Lenski) The Cow In The Silo (Patricia Goodell) My Friend The Cow (National Dairy Council) Stddy prints. Construction paper Farm ditto Film: Farm Animals-10 min. P. Radford College Farm Babies and Their Mothers-11 min. P. Radford College Farmyard Babies-11 min. Radford College Feeding Farm Babies-16 min. State Poultry on the Farm-10 min. State
1a. How is the farmer's family like(likeness and difference) your city family?		
2. What animals do you know that live on a farm? Why does a farm have animals?	Continue booklet with pictures of farm animals. Children can cut out and bring, also color worksheets on animals. Read story.	Worksheets on baby animals. Books: Farm Life-Kathrine Keeler Farm Life-Miriam Mason

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Where does the farmer keep his animals?	Discuss how the farmer takes care of his animals and barns, etc. Include farmers' personal cleanliness, government inspection, etc. Visit a dairy farm. Role play a day on the farm or in the barnyard. View filmstrips and read books. Play guessing game on mother and baby animals. Put two eggs in a "chick-u-bator" and count time for hatching.	Filmstrips and record: Sounds on the Farm(Eye Gate) Dinky, The Calf Fluffy, The Chick Frisky, The Colt Fleecy, The Lamb Porky, The Pig Our Poultry Farm Books: Animal Families(Ann Weil) The Horse Who Lived Upstairs (Phyllis McGinley) Katie's Chickens (Nancy Watson) Farm Stories(Kathryn Jackson) Seven Diving Ducks (Margaret Frisky) Gertie, The Duck (Nicholas Georgiady) Kristie and The Colt (Emma Brock) Johnny Cow's New Garden (Leonard Brooke) The Lonely Little Pig and Other Animal Tales (Wilhelmina Harper) Flip, The True Story of a Dairy Farm Goat (Jane B. Moncure) All Kinds of Cows (Madeline Dadd) Rubber Farm Animals (Kindergarten)

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have children work individually on puzzles.	Puzzles: The Farmer Pigs; Ducks; Cats; Donkeys; Lambs; Cows; Chickens; Birds; Goats; Horses.
	Children can make farm and animals out of clay.	Clay and boxes.
4. What kind of tools or machinery does the farmer use?	Show filmstrip.	Film: Old MacDonald-16 min.-State The Cardboard Cow-14 min.-State
	Use pictures of farm machinery and discuss use, etc. Make models of farm machinery from boxes or clay.	Pictures. Roll of manilla paper Bulletin board Clay Boxes
	Show film.	Film: Farming in South China- The S. River Valley 20 min. - Radford
	Have children make mural of farm life, include animals, machinery, etc. Label all parts studied.	World Book Encyclopedia Model of dairy farm Sentence strips
	Introduce and sing songs about the farm.	Songs: Music in Our Town 2 Farmer's Market Barnyard Family Sheep Are Coming Down the Road Growing Crops

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Market Day The Farmer
	Read stories.	Books: Farm Boy(Philip Stong) The Farmer and the Witch (Ida Delage) Over in the Meadow (John Langstaff)
	Show filmstrip on the farm.	Filmstrip: Animals on the Farm Life on a Dairy Farm
	Books-read and discuss.	Books: All Kinds of Cows (Madeline Dadd) Let's Go To A Dairy (J. M. Goodspeed)

BROAD OBJECTIVE: To help the child become aware of the interdependence of the farmer to us - how we depend on the farmer for food and how he depends on us for his livelihood.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What crops do the farmers raise? Who can name some special kinds of farms?	Filmstrip-view and discuss.	Filmstrip: Set of 6 Learning About Plants Life on a Dairy Farm
	Show pictures of various foods-have children discuss and make a chart of foods raised on the farm. Bring cut-outs of these to class and make a collage.	Pictures of foods.
2. How are farm animals important to us?	Discuss and make a picture chart of the different products derived from sheep, cattle, hogs, etc. Label all. Songs and stories. Imitate animal sounds and guess the animal. Take the class on a field trip to visit a small farm.	Flannel board kit: Farm Animals No. 88 Animals and Their Young Study prints-A Trip to the Farm Sounds I Can Hear-(Record) Sentence strips Poster board Field trip: Small farm
3. Where does the farmer sell his products?	Poems-about farmer, his products and market. Work farm picture puzzles. Film	Puzzles Film: Agricultural Lifelines-14 min. Elem.-State. Food for the City: Produce-12 min.-State
4. Who buys the foods at the market? How does this help the farmer?	Role playing - farmer buying and selling.	

BROAD OBJECTIVE: To extend the child's knowledge of the duties of a farmer in daily life. 7

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What does a farmer do all day? Who helps him with his work?	Show and discuss large farm picture(Childcraft) of what a farmer is and will do on the farm.	Bulletin board Childcraft farm picture
	Construct a farm and label the buildings, animals, machinery.	Boxes
	Role play-farmer at work.	
2. What does the farmer do in different seasons?	Show pictures and discuss-have children bring some pictures. Make a bulletin board of the farmer's jobs in each season. Measure and divide into fourths. Songs Poems	Film: The Farmer- 14 min. Elem.-Radford College Pictures of farmer's seasonal jobs.
	Let the children create or tell a story about farm life.	

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Pop popcorn in the classroom. Role play - The farmer and his helpers A day on the farm Complete booklets and take home. Begin a list of careers we have talked about in this unit-add list as we study more occupations.	Popcorn Popper Resource persons: 1. Farmer 2. Salesman 3. Grocer 4. Machine operator 5. Dairyman 6. Feed dealer 7. Manufacturers of farm tools 8. Veterinarian

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: "THE TOY SHOP"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: "THE TOY SHOP"

In this unit the child gains an insight into numerous occupations especially those related to the toy shop, such as construction of store,toys, and the buying and selling of these.

During this unit the teacher will concentrate on the value of coins. First grade skills and subject areas will coorelate well throughout this unit.

BROAD OBJECTIVES:

1. To help children understand the value of coins.
2. To help children develop an understanding and appreciation of the workers involved in making toys and toy shop.
3. To develop an understanding of the value of money.
4. To help children become aware of job opportunities that stem from operating a toy store.

BROAD OBJECTIVE: To help children become aware of job opportunities that stem from operating a toy store.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivation	Bulletin board depicting shelves of toys. Which would you buy? Play record, Parade of Toys.	Pictures of various toys. Record, Parade of Toys.
1. Where did the store get your toy?	Teacher guided class discussion. Resource person who makes toys.	Resource person: Mr. Sylvester Stanley
2. Would you like a toy store?	Discussion on procedure of extablishing a toy store. Children will be divided into 2 groups: one to make the toy shop and another to make the toys. Begin construction of toys and shop.	Suggested materials for toys: Sock dolls or animals Popcycle stick toys Puppets Paper construction Clay construction Box construction Assembly line could be used in the making of toys.

BROAD OBJECTIVES: To help children understand the value of coins.
To help children develop an understanding and appreciation of the workers involved in making toys and toy shops.
To develop an understanding of the value of money.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Who makes the toys? Who builds the store?	Read a story or show a filmstrip to build an awareness of the jobs involved.	Books and filmstrips.
4. How much will your toy cost?	Children will decide the price of their toy and place toy in the store. Begin math lessons on the value of coin money.	Book. Refer to pages 86, 87, 175, 176 in math book. Flannel board set on money. Play money and real money.

BROAD OBJECTIVES: To help children understand the value of coins.
To help children become aware of job opportunities that stem from operating a toy store.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. How will you get the toy out of the shop?	Children will make their own price tags after discussion of coin value. Children will place their toy in the store.	String, construction paper, crayons
	Children will make coins and role play buying and selling in the toy shop.	Store, toys, play money
Culminating Activity	Field trip to see toy display.	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE FAMILY

"ALL IN A FAMILY"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: The Family
"All In A Family"

This unit follows the self unit and broadens the child's horizons of his world. His thinking is now directed from self to include his family members and the jobs of each family member, as well as his role as a cooperative member.

The child, in this unit, becomes aware of a variety of jobs within his own home, and more specifically the occupations of his parents both in the home and in the community.

First grade subject matter and skills will flow throughout this unit easily.

This family unit preceeds the unit on school.

BROAD OBJECTIVE: (1) To help the child become aware of his concept of home and his job role as a cooperative family member. 2

(2) To help the child understand and appreciate his parents' jobs in their occupations and at home.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Introduction	Story or poem or filmstrip motivating bulletin board	Books: Happy Little Family by Rebecca Caudill Debbie and Her Family by Lois Lensky Family Helpers by Elaine Hoffman and Jane Hefflefinger Record: Five People In My Family Construction paper Family worksheets Record: Hush, Little Baby Book: Do You Know What I'll Do by Charlotte Zolotow
1. Are you in a family? What's a family? Who's in your family?	Class discussion Children can draw pictures of all their family members. Tell the number of family members. They could color and cut out family members from worksheets. Talk about small and large families.	
2. Do you have a pet in your family? What is it?	Children can discuss, then let them make their pets from clay. Could make whole family.	Clay Books: Saucy by Martha Welch A Home For My Kittens by Albertine Deletaille Whistle For Willie by Ezra Keats Go, Dog, Go! by P. D. Eastman A Dog For Susie by Ruth Nordlie Katie The Kittens by Ezra Keats

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What do we do together as a family?	Show filmstrip. Discuss family outings, picnics, vacations, etc. Show and discuss study prints on play. Talk about family at work, too. Work puzzle. Role play or plan puppet show on what they like to do best with their family. Make puppets. Make puppet stage.	Filmstrip: Families Having Fun The Little Brute Family by Russell Hoban Study Prints: Family At Work and Play. Puzzle: Family Drive Big Brother by Charlotte Zolotow Make puppets from bags, socks, pictures and popcycle sticks. Refrigerator box.
4. Where do you live? What do you call where you live? Are all the houses alike?	Read story, A Very Special House. Class discussion. Talk about home address, the different kinds of houses. Act out, The Three Little Pigs. Filmstrip-view and discuss. Show pictures of various houses-discuss. Have children bring in pictures of houses and make a collage. Make houses out of milk cartons or use paper mache. Make a big house out of refrigerator box or other big box. Children will do all the measuring, dividing it into rooms, decorating it.	Best Little House by Aileen Fisher A Very Special House by Ruth Krauss The Big Girl and The Little House by Ruth Krauss Filmstrip: The Three Little Pigs Record: Sounds I Can Hear-House Pictures of different houses. Poem-Houses by Elsa Jane Werner Pictures from magazines. Milk cartons. Newspapers and paste. Refrigerator box or others. Building blocks.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Take a field trip. Build house with blocks or box then. Discuss trip-emphasize the occupations seen on the trip and at the house under construction.	Field trip-to view the different types of houses, such as regular home, apartment, trailer. Also, visit a house under construction.
5. What is your job at home?	Show filmstrip. Discuss child's role, include taking care of self. Read and discuss book.	Filmstrip: Family At Work Book: Tom, Sue, and The Clock by Conrad Aiden.
6. Do you take care of your own pet?	Discuss how child takes care of pet-feed, wash, fix pet's house, etc. Read story. Children could do a bulletin board on caring for pets. Children can act out how they care for pet. Sing and do actions to the Mulberry Bush-emphasizing things they do for their pet.	Book: A Home For My Kittens by Albertine Beletaille. Bulletin board. Record: The Mulberry Bush
7. What is mother's work at home? Do you help mother? How?	Show study prints on mother at work. Discuss mother's various jobs; washing, ironing, dishes, cooking, cleaning, etc. Show and tell how you help-talk about getting along and obeying, etc. Read books.	Study prints: A Family At Work and Play. Mommies Are For Loving by Ruth Penn. Resource person-a mother to talk about her jobs at home. The Hating Book by Charlotte Zolotow Are You My Mother? by P. D. Eastman

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Role playing.	The Sky Is Blue by Charlotte Zolotow. Ask Mr. Bear by Majorie Flack Record: I Love You Mommy
	Game, Did You Ever See A Mommy? (Act out the game.) Song, Mulberry Bush.	Game-Song-Did You Ever See A Mommy?(Tune-Did You Every See A Lassie?) Record: The Mulberry Bush
8. What tools does mother use in her work at home?	"Mommy bag" Discuss mother's different tools /things that help her. List on chart. Have child take bag home and bring back one of mother's tools and tell/show class how mother uses it-all about the tool.	Paper bags. Display of various tools mother could use on a table. Where Are The Mothers? by Dorothy Marin. My Rabbit and The Lovely Present by Charlotte Zolotow
9. Does mother go to work outside the home? What is mother's job? Where does she work?	Discuss where mother works and how she goes to work. Have children find out and then come back and role play it for class and let class guess what she does.	
	Read story. Make hats with mother's job name on it. Make a chart. Mommy bags-too or note telling about her job.	Jennie's Hat by Ezra Keats Use paper plates, bags, milk cartons to make hats.
10. What does daddy do at home? Can you help him? How?	Read story. Role play favorite thing you like to help daddy do.	Book: Daddies by Larrie C. Carton Record: My Daddy The Sorely Trying by Russell Hoban

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Show study prints and discuss dad's jobs around the house and what you do to help. Make a chart with dad's jobs listed as cutting grass, fix it, garden, paint, etc.	Study prints. No Fighting, No Biting by Else Minauh. The Early Bird by Richard Scarry. Thank You-You're Welcome by Louis Slobodkin. Study prints-A Family At Work and Play.
11. What tools does daddy use at home?	Display table. Discuss. Daddy bag(Note mommy bags) Have a father talk to the class about his jobs at home.	Table of possible daddy tools. Bags. Papa Small by Lois Lenski Resource person-father to talk about his jobs.
12. What is daddy's work outside the home? What does he use in his work?	Discuss where he works-role play. Children should become familiar with a variety of occupations here. Talk about tools, find pictures, make a collage. Make hats of his job. Song/game-Did You Ever See A Daddy? The Mulberry Bush showing things daddy does. Draw pictures of daddy at his job.	Poster board. Glue. Daddies and What They Do All Day by Helen Puner Hats-paper plates, boxes, bags, milk cartons. Record: Mulberry Bush Construction paper.
13. How do we all help each other in our family?	Discuss everyone doing his own job, working together, manners, etc. Story or film. Role play.	

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
How are families different? - Discuss. Show filmstrip(Indians) Make comparisons Draw pictures Role play Color Eskimo sheets Make comparisons Draw pictures Build houses for Indian(tepee), Eskimo (igloo) and the American house(box or blocks). Role play	Filmstrip: How A Navajo Indian Family Lives Eskimo worksheets Boxes Other books for this unit: Many Names for Eleen by Peggy Sullivan Peter's Chair by Ezra Keats Where Are You Going Today? by Sharon Koestr Lucy McLockett by Phylis McGinly

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4. Study Prints:

SVE. A Family At Work and Play.

5. Filmstrips:

SVE(Society for Visual Education)

1. Families Having Fun
2. Families Members Work
3. Three Little Pigs
4. How A Navajo Indian Family Lives

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: SELF

"WHO'S THAT IN THE MIRROR?"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Self
"Who's That In The Mirror?"

This unit is an introduction or base to many units, it is to focus the child's attention first on the things he knows about or is aware of in his own world, and then to branch out to the world around him.

The objective or purpose is to help this child of "tender" years to become aware of self and of self in relation to others; proceed to the family(the next closest unit to him); then continue with school; and finally, to discuss the community.

Hopefully, the child will then possess an adequate understanding and appreciation of his own world and the world around him.

First grade skills and subject areas will correlate well throughout this unit.

BROAD OBJECTIVE: (1) To help children understand the concept of "Who Am I?" and to identify ways in which the child is a different or unique individual.

(2) To help the child become aware of things that are important to him in his own world.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who am I?	Teacher asks the class the question. Guides discussion. Teacher introduces self and tells a little about self. Show filmstrip-discuss.	Bulletin board. Filmstrip: "Sometimes I Wonder." Book: Debbie and Herself by Lois Lensky. Do You Remember by Marcea Vasiliu
2. Who are you? How do you look to others? To yourself? Are we all alike?	Class discussion. Children tell whether they are a boy or a girl, introduce themselves. They may tell something about self if they wish. Read story. Surprise box-w/full length mirror...here I am written over mirror. Observation and measurement. Talk about likenesses and differences-have children look in mirror and tell all they see. Compare with others back to back. Use scales and tape measure. Children can draw own picture(can be life size and fill in face and clothes).	Game: "Twenty Questions" (Teacher starts, children join in-guessing who) Books: Many Names For Eleen by Peggy Sullivan. Who's That In The Mirror by Polly Berends. Filmstrips: Getting To Know Me 1. People Are Like Rainbows 2. A Boat Named George 3. Listen! Jimmy! 4. Strike Three-You're In Full length mirror/refrig. box Scales

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	They could draw someone else and what he looks like to them.	Tape measure Large rolls of drawing paper Scissors Book: I Am Better Than You by Robert Lopshire.
	Discuss and show study prints on awareness.	Study Prints: Awareness SRA-Focus on Self-Development Kit. Filmstrip: "Cindy and the Elf" (On own appearance and others)
3. How old are you?	See if children can tell you, let them count it, and find it on number cards. Can write it on board.	Number cards. Book: The Very Little Girl by Phylis Krusilousky
4. When is your birthday?	Big cake and candles. When child learns his birthday he gets to put his name, date on the candle, and then place candle on the big cake. Children can make.	Birthday cake out of poster board and candles.
5. Where do you live? What is your phone number?	Use study prints to introduce this. Discuss whey they need to know this. Worksheets on phone and house address; when they learn they get to write it on the space on the color sheet.	Study prints: Awareness SRA-Focus on Self-Development Kit. Work sheets Crayons

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Role play what would happen if they did not know it, etc. (give them a situation). The class could write the story together.	
6. What can you do by yourself?	Read the stories "The Things I Like" and "Lazy Tommy Pumpkinhead".	Stories: The Things I Like by Francoise Seignbose. Lazy Tommy Pumplinhead by William P. DuBois.
	Teacher guides discussion and exploration to see if child can zip, button, tie, brush teeth, bathe, dress self, brush hair, etc. for self.	Table of manipulative objects such as a shoe to tie, zipper, buttons, toothbrush, hair brush, soap, etc.
	Give child worksheets on these. He will keep for his booklet. Read story.	Worksheets on these: "I Can Do It Myself by Corner. "The Early Bird" by Richard Scarry.

BROAD OBJECTIVE: (3) To help children develop positive attitudes and behavior that will enable them to work and play cooperatively.

(4) To help the children become aware of the rights and feelings of others; and extend their awareness of the necessity of being a cooperative group member.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Can I always have my way?	Read the stories The Hating Book and Let's Be Enemies.	Stories: The Hating Book by Charlotte Zolotow. The Quarreling Book by Charlotte Zolotow. Let's Be Enemies by Maurice Sendak.
2. Can you always have your way?	Show study prints.	Show study prints-Awareness.
3. How do we play together?	Teacher guides class discussion-then the children make props and put on a puppet show. Read story.	Make puppets from paper bags or socks. Book: Kind Little Joe by Vera Cerotti.
4. What are some things you do with others?	Show and discuss filmstrips. Have children draw and portray in front of class their circle of feelings. Give them a certain feeling to pantomine.	Filmstrips: 1. Lonesome Ben 2. Magic Glasses 3. The Parade 4. Judy's Ups and Downs 5. Circle of Feelings Book: Littlest Rabbit by Robert Kraus Construction paper Crayons

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make helping hands or working feet. Introduce helpers in classroom. Bulletin board or chart. Show filmstrips. Read stories. Role playing.	Who Will Be My Friends by Maurice Sendak. Construction paper. Tom and the Two Handles by Russell Hoban. Frederick by Leo Lionnie. A Tiger Called Thomas(Halloween) by Charlotte Zolotow. The Early Bird by Richard Scarry. Lucy McLockett by Phylis McGinley. Filmstrips: Already listed previously. Thank-You - You're Welcome by Louis Slobodkin. The Magic Word I Can by Audree I. Young, Exposition Press, 1967.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Teacher says, "We are going to do a booklet, 'all about you' - just about all these things we have been talking about." All about me poster - one now and one at a later date or near end of school and compare.	Child's picture - He can draw or bring snapshot. Fill in all information we talked about. Include worksheets Jobs as helpers Booklet should include drawings and work such as: 1. Name and picture of self. 2. Work sheet on age, weight, height, address, phone number. 3. Worksheets on things I can do for myself-tie, zip, button, etc. 4. How I feel most of the time. 5. What makes me angry? 6. What makes me happy? 7. What makes me sad? 8. Picture with family. 9. Picture at school. 10. Picture of what I like to do best, etc.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: "LET'S GO ON A SAFARI"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: "Let's Go On A Safari

In this unit the child gains an insight into the preparation for and the carrying out of safely capturing wild animals for the zoo.

He begins to realize how each job enables the zoo to provide animals for all people to enjoy.

The subject areas and skills of first grade can readily be developed throughout this unit.

BROAD OBJECTIVES:

1. To help the children become familiar with wild animals and to help them gain an appreciation of safely capturing the animals.

2. To broaden his interests and introduce new experiences that will increase his knowledge of workers involved in supplying zoos with animals.

3. To develop an awareness of the cost of different modes of transportation.

4. To provide the children with opportunities to make decisions based on their interests and available information.

5. To develop skills in physical coordination, self-expression, computation and cooperating with others.

6. To develop an awareness of the various occupations included in this unit of study, with emphasis on the animal trapper.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivation "Let's Go On A Safari"	Bulletin Board Show a filmstrip or read a story on a safari or about wild animals.	Book or filmstrip
1. Before we go, who can tell me what is a safari?	Teacher guided class discussion to discover that a safari is a journey or hunting expedition, especially in eastern Africa.	
2. Where is Africa?	Map study. Globe study. Begin construction of model. Do boundaries of African land mass.	Map, globe, cardboard, plaster of paris, paints (tinted with temper), trees made from popcycle sticks.
3. Why are we going to Africa?	Show study prints of African wild animals and discuss that our job is to bring these animals back to the zoo.	Study prints. K-Talk Starter Treasure Chest
	Story or filmstrip.	Book or filmstrip.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have children bring any information or articles from home that they wish which relates to wild animals.	
	Children will share with others and arrange a display of things in the room.	Display area in the room.
4. What are we called when we go to look for animals.	We will be animal trappers. Read a book.	Book
5. What do we need to know and do before we can be an animal trapper?	Teacher guided class discussion.	
6. What kind of clothes will we wear?	Film, filmstrip, or book. Class discussion. Children will make paper dolls and dress them for safari. These will be added to model.	Construction paper. Popcycle sticks. Clay.
7. What tools or equipment will we need?	Discuss tools needed, such as: guns nets cages tents and camping equipment	Pictures Milk cartons for tents.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Add to model by building camp area.	
	Resource person will bring guns and talk about different kinds of guns and safety in handling.	Resource person on guns - a parent if possible.
8. How will we get to Africa?	Allow children to discuss this idea.	Map - Globe.
	Refer to map or globe to decide whether we will travel by airplane or by ship, making the children aware of the difference in the cost of the different modes of travel. After children's decision on method of travel, teacher could have math lesson on measurement and time. This will be how far we travel and how long it will take us to get to Africa.	Display of pictures of modes of travel and people who work on these.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
9. Who's job is it to take us?	Display of pictures of various types of airplanes and ships and the people that work on these. Depending on children's decision discuss the various jobs connected with mode of transportation. Let children choose which job in this area he would like to do.	Pictures.
	Begin safari booklet with children drawing mode of transportation and choice of job in this occupation.	Drawing paper Crayons Construction paper
Teacher "We're here, let's take a walk."	Show filmstrip on jungle or some wild animals from jungle. Class discussion. Role play jungle walk, children pretending to be animals.	Filmstrip. Record
10. On this trip, what animals do we want to take back to the zoo?	Children will look at pictures and decide which animals they want to capture.	
	Children will make a chart list of the animals.	Poster Board.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Art lesson with clay in which children make one of the animals chosen. This will be added to model and display table.	Clay
11. How do we travel through the jungle?	Discuss that we will both walk and ride.	Books.
12. What vehicle will we use?	Allow children to talk about the vehicles which could be used. Teacher will guide children to see the need for special types of vehicles as: jeeps, land-rovers.	
	Children will make a model of vehicle from a box.	Boxes, paints, brushes
13. How do we safely capture the animals?	Teacher guided discussion on various methods of safely capturing animals. Such as: tranquellizers pits nets traps (cage)	
	Children will draw pictures of themselves capturing an animal.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
14. What do you do with the animals after they are captured?	Discussion. Make paper or clay models of animals captured. Also, children may build model cages from boxes to transport animals back to the zoo.	Books
15. Can you tell us about your animal?	Children will discuss information concerning their animal, such as: food care habitat size This information may be sent with the animal to the zoo keeper. Children will learn songs and poems about various wild animals. Children may write stories and draw pictures for the booklet. Color animal pictures for booklet.	Books Filmstrips Songs Poems Prepared animal papers to color.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
16. How many jobs have you named?	Class discussion. Children will make charts listing various jobs we have talked about in this unit. CULMINATING ACTIVITY Assemble booklet. The children will compose a Safari song to the tune of 'Farmer in the Dell'. Song can be named 'Safari in the Jungle'. Invite another class to a program which will include: acting out animals singing songs reciting poems looking at room display	Poster board.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: DEEP IN THE OCEAN

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: "Deep in the Ocean"

This unit on oceans is designed to cover the most important meaningful aspects of the ocean and its relationship to man and the world he lives in. It will provide the children with a general knowledge of the occupations involved in fishing, shelling, and maintenance of the beach.

First grade skills and subject areas can readily be developed in this unit.

OBJECTIVES:

1. To teach children to know the fun, work and usefulness of the ocean.
2. To develop an appreciation for the ocean.
3. To develop an appreciation for a clean beach.
4. To develop an appreciation for food from the ocean.
5. To help children become aware of the various jobs involved in fishing, shelling and maintenance of the beach.
6. To help children understand why the ocean is so important to us.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Motivation: "Deep In the Ocean"	Have a mystery box including ocean items such as: play fish, sponge, sheels, star fish, sand dollars, boats, octopus, sea weed, choral and sand. Allow children to investigate the contents of the box by senses other than sight. As children discover the contents of the mystery box, allow them to place on ocean bulletin board which already contains net and ocean scene.	Mystery box and its contents.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is an ocean? Where is the ocean?	Display of pictures and class discussions using maps and globes. Worksheets of globe. Read a story or poems. Science lesson.	Pictures, maps, globes, book. Experiments to show why ocean is different colors, why ocean is salty.
2. What do we get from the ocean?	Teacher-guided discussion leading into transportation, fishing and recreation. Have children make a collage with pictures. Begin display table from items children bring in.	Pictures
3. How many have been fishing?	Guide children in seeing the difference in fishing as recreation and fishing as a way of making a living. Read a story. Show filmstrip	Books and filmstrip.
4. Can you name some fishing jobs?	Discuss the various jobs and list them on a chart. Include such jobs as: equipment salesman, fisherman, captain of the	

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	boat, fish-buyer.	
	Children will draw a picture of the job they like best.	
	Resource person to discuss fishing experiences.	Parents or local resident (Jim Rutherford) Mr. N. M. Christian or members of his fishing party.
5. What kinds of boats can be used for fishing?	Children will bring in toy boats to add to display table.	
	Discussion of types and sizes of boats.	
	Have children make shadow box or picture with cellophane over it, depicting water scene.	Box, construction paper, crayons or paints, cellophane.
	Children may construct a fishing boat from large box.	Large box, paints.
	Children can make clay boats.	Clay
	Children may rule play	
	Read a story or poem.	Books

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What can you do for recreation at the ocean?	Teacher-guided discussion explaining to children that recreation includes all the different things we do for fun.	
	Children will write and illustrate their experiences at the seashore. This will be put into a large class booklet.	Poster board, crayons, construction paper.
	Play record and learn songs.	Do-Re-Mi record.
7. Who looks after the seashore?	Discuss jobs and duties of the lifeguards and caretakers of the beach.	
	Children may share experiences they have had at the beach.	Books
	Read a story.	
8. Who has a home at the bottom of the ocean? What is this home called?	Show study prints of different kinds of shells. Discuss animals and their shell homes.	Study prints.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have a "Bring and Brag" session allowing children to bring shells and other items from the beach. These may be added to display table.	
	Read a story Poem	Books Big and Little by-Dorothy M. Wisooker I found a great big shell one day Upon the ocean floor. (hold hands cupped as if holding large shell) I held it close to my ear. I heard the ocean roar! (raise hands to ear) I found a tiny little shell one day Upon the ocean sand. (one hand cupped as if holding little shell) The waves had worn it nice and smooth. It felt nice in my hand.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCE AND MATERIAL
		(pretend to be rolling shell between palms of both hands)
9. What are some ways to collect shells?	Discuss various ways of collecting shells such as: finding shells on the beach, buying shells in a shop. Shell collage.	
10. Is collecting shells a job?	Explain that someone is responsible for collecting shells from the bottom of the ocean. Worksheets on shells.	Worksheets.
11. How do shells get to the store?	Teacher-guided discussion on buying and selling shells. Role-play getting shells out of the ocean. Have children write poetry and recite to the class.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Culminating Activity	Children will make a large mural portraying beach and underwater scenes. Underwater scenes may be covered with clear wrap. Field trip to Tech or Radford College.	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: COMMUNITY

"MR. ZIP"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO Community
"Mr. Zip"

In this unit the child gains an insight into numerous occupations. Through the study of various community workers the child learns to understand and appreciate the contribution of each community helper. He begins to realize how each job enables the community to function as a whole.

The subject areas and skills of first grade can readily be developed throughout this unit.

During this unit the teacher will concentrate on the jobs of the parents in the class. She will rely on these people for resources and use them as the link which will include the other community workers studied in this unit.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
Bulletin board and study prints of the postman. Filmstrip-Taking A Walk in the Community. Read a story.	Study prints: Community Workers Postal Helpers Filmstrip: Taking A Walk In The Community Story: Mr. Zip and The U. S. Mail (Jere Barr)

BROAD OBJECTIVE: To help the student understand the functions and operations of the community; and his role in relation to the community.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who am I?	Teacher carries Mr. Zip's mail bag and wears postman's hat (surprise in bag). Children tell the teacher which community worker she is.	Post Office by Colonius and Shroeder
2. What does the postman/ mailman do? Where does he work?	Use puzzle and flannel board items. Discuss postman's duties, how he carries them out, who helps him, etc.	Puzzle - Postman Flannel board - Community Helpers.
3. Who helps him? What are the tools they use?	Read story.	Story: Our Post Office and Its Helpers by Irene Miner.
	Do rhythmic activity: The Postman I came from the post office, (walk from the post office) My mail sack on my back; (pretend to carry mail on back) I go to all the houses (pretend to go to a house) Leaving letters from my pack. (pretend to drop letter into mailbox) One, two, three, four, (hold up fingers as you count) Who are these letters for? (pretend to hold letters and scratch head)	Study prints: Workers In Our Neighborhood- The Postman Rhythmic Activity-The Postman Wooden figures on Community Helpers

CONTINUED (2) To help the children become aware of and respect the people who work in the community. 3

(3) To help the children understand and appreciate the contribution of each community helper and his duties or responsibilities.

(4) To help the children become aware of the various modes of transportation in the community, such as: truck, train, airplane, bus; and the people who are responsible for these vehicles of transport.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	One for John and one for you, (pretend to hand out letters) One for Mary and one for you! (pretend to hand letters to others)	
	Show filmstrip.	Filmstrip: Mail Delivery
	Teacher explains that there will be a postman(Mr. Zip) from the class; he will visit us each day with a surprise in his mail bag. The surprise (letter, book, hat, badge, puppet, etc.) will help us to learn about a new helper in our community.	Wooden figures of community helpers.
	Introduce and learn the poem: The Postman The postman is like Santa Claus. He has a great big sack. The sack is filled with letters. It is carried on his back.	Poem: The Postman

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Old Santa comes at Christmas time. To bring his Christmas cheer, But the postman(mailman) visits us each day, And not just once a year.	
4. What do we need before we can have the postman visit us?	Discuss, guide class to realize we must build a post office, post office truck, etc. Read story.	Let's Go To The Post Office by Buchheimer
	Have children bring shoe boxes from home to use in post office. Children will construct post office-build, measure, paint, etc., plus all the work stations.	Shoe boxes Bo.. Paint
	All this after a visit to the post office.	Field trip: Post office Resource person: Clerk or mailman from post office.
	Children will also bring cancelled envelops to school. They can write real and make believe letters to be mailed, delivered, and then read to class. Role play post office.	Cancelled envelops. Songs, poems, stories about post office/postman.
	Children can possibly meet postman when he brings school mail.	Postman at sch[illegible].
	Children can do rhythmic activity 'The Postman' again, but this time instead of	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	pantomining or pretending-they can actually go to the stations, etc. Also, can deliver to the houses in the model community or the community children.could build with milk cartons or boxes.	Model of Kinder Community (Kindergarten has) Milk cartons Boxes
	Filmstrip-view and discuss. Children can take turns dressing as Mr. Zip and bring the surprise which will lead us into activities and discussion of the other community workers.	Filmstrip: What's In A Community?
5. Who wears this badge? How does he help us? W[illegible] helps the policeman?	Mr. Zip delivers policeman's badge, book and puzzle.	Puzzle: Policeman Patrolwoman
	Read story. Class discussion-use study prints on policeman.	Our Friend The Policeman by David Cunniff. Study prints: Police Department Helpers.
	Have children make puppets and role play. Make police cars, patrol belts, signs, etc. Discussion on safety and signs.	Books: Let's Find Out About Policemen by Martha and Charles Shapp. Mr. Pine's Mixed-Up Signs by Leonard Kessler.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have school patrol visit class-discussion. Have policeman visit class.	Resource person: 1. School patrol 2. Policeman
	Class visits police station. Children will make traffic signs, stop lights and role play. Play game in physical education.	Field trip: Police station Your Police by George Zafflo. Policeman Small by Lois Lenski. Game: Red Light-Green Light The True Book of Policemen by Irene Miner.
	Class will begin a display area of tools, hats, etc. of the community workers as we study each one. They will include the books we use. Each item will be labeled. Bulletin boards will coincide with study. Children will begin list of occupations studied thus far.	Bulletin boards Display table Sentence strips-for labeling.
6. Who do you know that wears a hat like this? Is he your friend?	Mr. Zip delivers fireman's hat. Children discuss who wears the hat. Child can role play what he thinks the fireman does. Read story.	Fireman's hat The First Book of Firemen by Benjamin Brewster.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. What are his duties?	Show and discuss study prints on the fire department helpers and the fireman. Have children do fireman puzzle.	Study prints: Fire Department Fireman Puzzle: Fireman
8. How does he help you? How can you help him?	Discuss the role of fireman in community and how he helps us and how we can help him. Read story.	Let's Find Out About Firemen by Martha and Charles Shapp
9. Do you know anyone else that helps him?	Invite a fireman to come visit the class and talk about his work and who helps him. Read and discuss book. Show filmstrip. Play record.	Resource person: Fireman Book: Fire Snorkel Number 7 by Jene Barr Filmstrip: Johnny The Fireman Record: Fire Truck
	Children can bring paper bags and make fireman puppets. Make fireman hats from construction paper. Use flannel board of community workers to continue discussion.	Paper bags Construction paper Flannel board-Community Workers
	Read a story and discuss fire engines and fire stations.	The Great Big Fire Engine by Tibor Gergely. The Little Fire Engine by Lois Lenski. The Big Book of Real Fire Engines by Elizabeth Cameron. Let's Go To The Firehouse by Naomi Buchheimer

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Then take a trip to the fire station. When the class returns, have a discussion on all facets of the firehouse.	Field trip: Fire station
	Guide the children in building a model of fire truck. Role play Add to display and list, etc.	Box Paint
10. Who is this book about?	Mr. Zip delivers a doctor puppet with a book and a nurse's hat.	
11. Who do you know that wears this hat and helps the doctor? 12. How do these people help us? What do they do?	The puppet introduces himself as Dr. Dolittle and reads his own book. Dr. Dolittle leads class in discussion of how doctors and nurses help people, especially little boys and girls-he includes what doctors do and who helps them. Use study prints on doctors and nurses.	Travels of Doctor Dolittle by Al Perkins. Puzzles: Doctor, Nurse Animal Doctors by Carla Greene. Doctors and Nurses by Carla Greene. Study prints: Doctor Nurse Helpers
13. Where do some doctors and nurses work?	Visitor to talk to class. Discuss where some doctors and nurses work. Read story. Plan a visit to the hospital-especially the emergency room. Children could set up doctor's station or build an ambulance.	Resource person: Nurse Retired doctor Someone else from hospital Field trip: Hospital (Emergency room) Refrigerator box

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
14. What doctor do you know that helps you care for your teeth? Does he use this tool?	Mr. Zip, the postman, delivers a dentist's tool and study prints on a dentist. Discussion of study prints. Use flannel board kit on dentist and nurse. Read stories.	Study prints: Dentist Nurse Dentist tool Flannel board-dentist Books: A Visit To The Dentist by Bernard J. Gern Dentist's Tools by Carolyn Lapp
15. How does he help you? How can you help him?	Also discuss with use of flannel board kit and charts the 4 basic food groups and how they help our teeth.	Flannel board-4 basic food groups. Charts-basic food groups. Model of teeth, toothbrush.
16. Can you show me how to brush your teeth? Do you know what foods are good for your teeth?	Discuss proper care of teeth and toothbrush. Show filmstrip and demonstrate how to brush teeth. Then let children demonstrate.	Filmstrip: Tommy Tooth Let's Go To A Dentist by Naomi Buchheimer. I Want To Be A Dentist by Carla Greene.
	Invite a nurse or dental assistant to discuss dentist duties and who helps him.	Resource person: Nurse Dental assistant
	Children can use wooden figures, model community, puppets and hats made etc. and have a puppet show involving all the jobs and community helpers talked about thus far. Mr. Zip could deliver invitations. Children could choose who they wanted	The Hat Book by Leonard Shortall Our Neighborhood Friends by Olivia Flouring

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	to be. Class will continue adding to display and to list of occupations.	Puppet stage-made during family unit. Invitations
17. Where does mother buy food?	Mr. Zip brings a grocer's apron and several empty food containers. Children discuss where these items come from, who uses them and how.	Grocer's apron Empty food cans
18. Who do you know that works there? What are the duties of these jobs?	Discuss study prints on supermarket. Filmstrip-view and discuss.	Study prints: Supermarket Helpers Filmstrip: Super-Market (Edu. Craft)
	Take a field trip to grocery store. Have a resource person.	Field trip-visit grocery Resource person-grocer
	Children will build a grocery store and invite grocer back for role play of various parts. Use flannel board figure.	Refrigerator box Paint Cash register Flannel board-grocer
	Children will bring empty food containers from home. They will do all the planning.	Empty food cans
	Show filmstrip.	Filmstrip: The Grocer
	Children do puzzles individually.	Puzzles: Baker Grocer Cake maker

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Children will make a mobile of all community workers studied. Use geometric figures/shapes to make the model worker and a tool he uses. Display materials and complete list.	Materials needed:
19. Are all communities alike? How are they different?	Show filmstrip and discuss.	Filmstrip: Communities Are Different

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Teacher will arrange for a special delivery package to be delivered to the class by a real postman. The package will contain a surprise for each child. The surprise could be a different stamp for each child with a letter explaining the fun involved in stamp collecting.	Package Stamps Letters
Then the teacher will have a resource person who is a stamp collector come to the class and bring his tamps, equipment, etc. and tell the children all about stamp collecting and how to start, who helps, etc.	Resource person: Stamp collector(Wayne Nester)

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Edu. Craft. Super-Market.
Jim Handy. The Grocer.
SVE. Communities Are Different.
Let's Take A Walk In The Community.
What's In A Community?
Tommy The Fireman.
Life In A Small Town.
Life In A Large Town.
The Town Mouse and The Country Mouse.
The Policeman.

3. Study Prints:

"Talkstarters" - At The Store
Supermarket Helpers
Dentist, Nurse, Doctor
Fire Department
Police
Workers In Our Neighborhood

4. Records: Ginn-Language Arts Kit

Fire Truck
Smokey The Bear
Let's Be Firemen

Flannel Board - Instructo - Community Helpers

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: SCHOOL

"IT'S IN THE BAG"

APPROXIMATE GRADE LEVEL: GRADE 1

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTH[illegible]H, SUPERINTENDENT

PROJECT COORDINATOR: RAND[illegible]RIGHT

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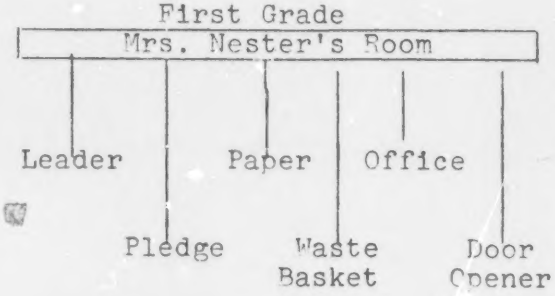
INTRODUCTION TO: School
"It's In The Bag"

This unit extends the child's knowledge of his world still further. It presents him with information concerning the school staff and their jobs. Also, the child becomes aware of his role and his job in school and in relation to others. He learns to appreciate his role and that of the school helpers.

First grade activities and subject matter will correlate throughout the unit.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Show filmstrips and discuss.	Filmstrips and Cassettes: Knowing Our School: 1. Going To School 2. Our Room In School

BROAD OBJECTIVE: (1) To help the children learn appropriate occupational information about the occupations of the school staff and to instill an appreciation and understanding for each job.
(2) To help the children become aware and appreciate his role and job in school and in relation to others.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Why do we need helpers in the room? What do they do? Their duties?	Introduce helper's chart-discuss how room helpers help the teacher and the children. Talk about their duties. Make a mobile of all the room helpers.  Show filmstrip. Make hats of all the jobs in the room and label with proper title. Role play. Play record of Sounds in Our School and show photo cards that go with it. Discuss. Use flannel board.	Jerry At School by Kathryn and Bryon Jackson. Good Morning, Teacher by Jene Barr. Let's Find Our About School by Martha and Charles Shapp. How School Helps Us by M. K. Hage, Jr. and Robert Ryan. Will I Have A Friend by Miriam Cohem. Filmstrip: A New Friend At School Cathy's First School by Betty and Sy Katzoff. Let's Go To A School by Naomi Buchheimer. Record: Sounds in Our School The Smallest Boy In The Class by Jerrold Beim. The Two Friends by Grete Mannheim. Crow Boy by Taro Yashimia. The School-flannel board kit.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. Who do you know that works in school?	Let children name and make a list on a chart of all the helpers they know in school. Then show filmstrips and discuss add those workers to chart that were omitted when list was first made. Draw a picture of what child wants to do or job he likes best.	Filmstrips: 1. Helpers at School 2. School Rules 3. Going to School is Fun 4. School Helpers School For Sillies by Jay Williams. All Ready For School by Leone Adelson. Drawing paper.
3. What are their duties? Let's find out!	Have a big grab bag with tools of each school worker in it. Let a child pull out a tool, identify it - and then the class will go on a field trip around the school to find out who uses the tool and how. We will follow the same procedure for each of the workers and jobs of the school: 1. Cafeteria and staff 2. Custodians 3. Secretary 4. Principal 5. Librarian 6. School patrol a. safety b. flag	Various tools to depict each school worker. Label tools with strips. Field trip around school. Study prints on School Patrol by Ginn. Rosa-Too-Little by Sue Felt Little Bear Learns To Read The Cookbook by Mariana Schoolroom Bunny by Janet Knokle

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	7. Special persons a. guidance b. speech 8. Teacher The class will then make an interview booth-out of a box they will make and label. Kuhn Barnett School where they will hold their interviews.	Box Paint
	9. School bus driver Children will make hats for each helper with name of job on it.	Material:
	They will form an interview committee, including who will escort helper in room and to booth and who will ask questions, etc.	
	The school helpers will be invited to the classroom for the interview and discussion of their jobs and duties involved.	Resource persons: School helpers
	There will be a display table of tools, hats, etc. Use puzzles.	Table with all tools labeled according to who uses them in our school. Puzzles-School Teacher, The Bus

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Make puppets and have a puppet show. Children can pantomine one of the workers and let the class guess "Who am I?" Role play Filmstrip as an introduction to next unit.	Material: Filmstrip: Our School In The Community

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Eye Gate. Going To School Is Fun. School Helpers.

SVE. The Gingerbread Man.

4. Study Prints:

   Ginn. School Patrol.
   David C. Cook Publishing Co. Teaching Pictures.

5. Records:

   Scott Foresman. Sounds in Our School.

6. Flannel Board:

   Instructo. The School. School Helpers.

7. SVE. Study Prints by Singer.
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